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> Considerations for Analysis of SSOCS Data

**School  
Survey  
On  
Crime &  
Safety**

# Considerations for Analysis of SSOCS Data

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&gt; Considerations for Analysis of SSOCS Data &gt; Module Objectives

00:00:15

**Module Objectives**

Describe the analysis considerations for SSOCS data regarding:

- Anomalies in the SSOCS data file
- Reporting
- Limitations of the data
- Current and future SSOCS related projects

> Considerations for Analysis of SSOCS Data > Data Anomalies - Logical Errors

00:01:58

## Data Anomalies - Logical Errors

- Some data values in the SSOCS data file are modified using editing or imputation procedures
- Changes are sometimes made because answers to questions did not make sense logically based on answers to related questions

2. Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan during the 2009–10 school year?		Have a written plan?		If "Yes," has your school drilled students on the plan during the 2009–10 school year?	
		YES	NO	YES	NO
a. Shootings	154 1	<input type="checkbox"/>	2 <input type="checkbox"/>	156 1	2 <input type="checkbox"/>
b. Natural disasters (e.g., earthquakes or tornadoes)	158 1	<input type="checkbox"/>	2 <input type="checkbox"/>	160 1	2 <input type="checkbox"/>
c. Hostages	162 1	<input type="checkbox"/>	2 <input type="checkbox"/>	164 1	2 <input type="checkbox"/>
d. Bomb threats or incidents	166 1	<input type="checkbox"/>	2 <input type="checkbox"/>	168 1	2 <input type="checkbox"/>
e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)	170 1	<input type="checkbox"/>	2 <input type="checkbox"/>	172 1	2 <input type="checkbox"/>
f. Suicide threat or incident	169 1	<input type="checkbox"/>	2 <input type="checkbox"/>		
g. The U.S. national threat level is changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security	171 1	<input type="checkbox"/>	2 <input type="checkbox"/>		
h. Pandemic flu	173 1	<input type="checkbox"/>	2 <input type="checkbox"/>		

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> Considerations for Analysis of SSOCS Data > Data Anomalies - Back Coding and Created Variables

00:01:19

## Data Anomalies - Back Coding and Created Variables

Please provide the following information:

Name of person completing form

010

Telephone number

Area code      Number

012

Title/position

• Check one response.

014

1 ☐ Principal

2 ☐ Vice-principal or disciplinarian

3 ☐ Other – Please specify

015

Number of years at this school

016

Best days and times to reach you (in case we have further questions)

018

E-mail address

020

Is      the correct grade range for this school?

022

Yes → [GO TO Question 1 on page 5](#)

• Low level of crime

• Students come from areas with very different levels of crime

30. How would you describe the crime level in the area where your school is located?

• Check one response.

022

1 ☐ High level of crime

2 ☐ Moderate level of crime

3 ☐ Low level of crime

31. Which of the following best describes your school?

• Check one response.

024

1 ☐ Regular public school

2 ☐ Charter school

3 ☐ Has a magnet program for part of the school

4 ☐ Exclusively a magnet school

5 ☐ Other – Please specify

026

32. What is your school's average daily attendance?

Per

028

33. During the 2009–10 school year, how many students transferred to or from your school start of the school year? Please report on the total mobility, not just transfers due to disciplinary reasons. (NOTE: This number should be greater than or equal to the number of students transferred for disciplinary reasons, as reported in item 24b).

• If a student transferred more than once in the school year, count each transfer separately.


> Considerations for Analysis of SSOCS Data > Data Reporting Considerations

00:02:12

## Data Reporting Considerations

- SSOCS data can only be used for aggregate reporting
  - Results of data analyses should not be taken as representative of any one particular school
- Conclusions about causality between school characteristics and crime cannot be made
  - Do not assign causal relationships to correlations in the data set
- Many questions in the SSOCS data set are interrelated
- Become familiar with the survey questions and with school crime and safety topics before analyzing SSOCS data
- Review standard error estimates for any means derived from SSOCS data before reporting results
  - NCES standards require that tables containing estimates with high standard errors should be footnoted, and in some cases cell values blanked out, to avoid misinterpretation



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&gt; Considerations for Analysis of SSOCS Data &gt; Data Limitations

00:01:41

## Data Limitations

- SSOCS data **can**:
  - Be used to make inferences about regular public schools, public charter schools, and public schools that have partial or total magnet programs in the United States schools with regard to their safety and crime
- SSOCS data **cannot**:
  - Be used to describe safety and crime at schools outside of the 50 states and the District of Columbia
  - Be used to describe excluded schools such as Bureau of Indian Education schools, special education schools, vocational schools, alternative schools, ungraded schools, and preschool and Kindergarten only schools
  - Be used to produce state-level estimates
  - Be used to track changes in individual schools over time



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> Considerations for Analysis of SSOCS Data > Current Research

00:00:32

## Current Research

- Data collected through SSOCS are used in many ways by different stakeholders
- Publications that use SSOCS data are available in a variety of places



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Overview

The School Survey on Crime and Safety (SSOCS) is the primary source of school-level data on crime and safety for the U.S. Department of Education, National Center for Education Statistics (NCES). The SSOCS is a nationally representative cross-sectional survey of about 3,500 public elementary and secondary schools. To find out more information about SSOCS, please click on the questions below.

- What is SSOCS?
- Who participates in SSOCS?
- When is SSOCS administered?
- What topics are covered by SSOCS?
- Where can I learn more about SSOCS and other crime and safety data collections?

HIGHLIGHTS

**May 2011:**  
[New Web Tables Report on Bullying has been added to the redesigned Table Library](#)

The newly released web tables report Student Reports of Bullying and Cyber-Bullying Results from the 2007 School Crime Supplement to the National Crime Victimization Survey, has been added to the redesigned Table Library of the CBS & SSOCS websites.

RECENT PUBLICATIONS

**June 10, 2014:**  
[Indicators of School Crime and Safety, 2013](#)

**June 26, 2013:**  
[Indicators of School Crime and Safety, 2012](#)

**February 22, 2012:**  
[Indicators of School Crime and Safety, 2011](#)

**May 31, 2011:**  
[Crime, Violence, Discipline, and Safety in U.S. Public Schools, 2009](#)

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About this Topic:

The National Crime Victimization Survey (NCVS) obtains yearly data about the violent crimes of rape/sexual assault, robbery, and aggravated or simple assault as well as personal theft. The survey also measures property crimes including household burglary, motor vehicle theft, and property theft. NCVS asks several questions about school crime, which provide yearly information about crimes occurring at school or while traveling to or from school. In addition, the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES) in the Department of Education sponsor a School Crime Supplement every two years. This supplement asks crime victims ages 12 through 18 about crimes that occurred at school and other characteristics of school crime. The most recent supplement was administered in 2011.

A yearly report on Indicators of School Crime and Safety is published jointly by BJS and NCES. This report updates a number of indicators using the most recent data available on topics such as violent deaths at school, nonfatal student and teacher victimization, school environment, weapon use at school, fear and avoidance, and school safety. BJS provides information on nonfatal student and teacher victimization using NCVS data.

Publications & Products

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**Indicators of School Crime and Safety, 2013** Presents data on crime and safety at school from the perspectives of students, teachers, and principals.

PDF (5M) | Tables (Available at NCES)

Part of the Indicators of School Crime and Safety Series.

**Indicators of School Crime and Safety, 2012** Presents data on crime and safety at school from the perspectives of students, teachers, and principals. The annual report, a joint effort by the Bureau of Justice Statistics and the National Center for Education Statistics (NCES), provides the most current, detailed, statistical information on the nature of crime in schools.

PDF (3.9M) | Tables (Available at NCES)

Part of the Indicators of School Crime and Safety Series.


**Methods for Examining High-Priority Regional Victimization in the National Crime Victimization Survey** Examines the nature and extent of issue victimization in the National Crime Victimization Survey (NCVS).

PDF (2.3M) | Tables (Available at NCES)

**Indicators of School Crime and Safety, 2011** Presents data on crime and safety at school from the perspectives of students, teachers, and principals.

PDF (3.1M) | Tables (Available at NCES)

Part of the Indicators of School Crime and Safety Series.

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&gt; Considerations for Analysis of SSOCS Data &gt; The Future of SSOCS

00:01:41

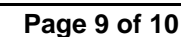
**The Future of SSOCS**


- SSOCS has been conducted five times in 2000, 2004, 2006, 2008, and 2010
- SSOCS was not conducted in 2012
- A smaller version of SSOCS was conducted in 2014 using FRSS
- Thanks to funding from the National Institute of Justice at the Department of Justice, the full SSOCS survey will be conducted in 2015-16



00:01:08

- Plans for the 2015-2016 SSOCS survey include:
  - Incorporating additional questions about incidents of crime, harassment, and disciplinary actions taken in U.S. schools



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&gt; Considerations for Analysis of SSOCS Data &gt; Summary and Resources

00:00:32

**Summary and Resources**

This module has described analysis considerations for SSOCS data regarding:

- Anomalies in the SSOCS data file
- Reporting
- Limitations of the data
- Current and future SSOCS related projects

Resources

- [SSOCS website](#)
- [Bureau of Justice Statistics website](#)
- [OCR website](#)